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ABSTRACT

This external evaluation report is based on the results of a household survey in which representatives of 1,800 scientifically selected sample households in the Galveston County service area of the College of the Mainland were interviewed. The survey intended to measure how the college was viewed by the community and to assess the extent and nature of the "market" potential in that community. Findings of the survey are presented in four categories: the college and the community (demographics), community awareness, community attitudes, and educational aspirations. In general, the survey confirmed that the college was serving its constituents effectively. However, there were mixed perceptions of accessibility. Although attitudes were generally positive, there was a feeling that program quality could be improved, particularly in the transfer area. There was a high level of awareness of the college's presence and community residents looked to the college as a resource and as an agency which should take the lead in providing additional, sometimes innovative, educational programs and services. The potential market in the college's service area was determined to consist of 31.2% of the total service area population. Detailed narrative analyses of tabulated survey data comprise the bulk of the report. Recommendations and suggestions for further study by the college are included. (JDS)

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A COMMUNITY LOOKS AT ITS COLLEGE

1970-1980

COLLEGE OF THE MAINLAND
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A COMMUNITY LOOKS AT ITS COLLEGE

ACCOUNTABILITY AT COLLEGE OF THE MAINLAND

A REPORT ON EXTERNAL EVALUATION

Submitted by

College Associates, Inc.

Austin, Texas

July, 1976

TABLE OF CONTENTS

		Page No.
	Foreword	i
	Introduction	iii
Chapter I	Study Overview	1
Chapter II	The College and the Community	5
Chapter III	Community Awareness	17
Chapter IV	Community Attitudes	23
Chapter V	Education Aspirations: A Projection of Market Potential	29

LIST OF TABLES

INTRODUCTION

Table A College of Mainland Study Sample Design

Table B Identification of Respondents to the Survey

CHAPTER II The College and the Community

Table 1 Respondents Living at Current Address for One to Five Years or More

Table 2 Type of Residence Occupied

Table 3 Physical Condition of Residence

Table 4 Ethnic Distribution by Household

Table 5 Occupations of Household Members

Table 6 Work Status of Household Members

Table 7 Highest Grade Level Attained by Age Categories

Table 8 Proportion of Households with Members Enrolled in Postsecondary Education in the Past Five Years

Table 9 Estimates of Enrollment in PSE Over the Past Five Years for Various Reasons

Table 10 Estimates of Attendance Among Various Types of Institutions

CHAPTER III Community Awareness

Table 11 Contact With the College

Table 12 Perceptions of Accessibility: Proportions of Respondents Believing Selected Entrance Requirements Exist for Credit and Non-Credit Enrollment

Table 13 Perceptions of Accessibility: Estimates of Cost

Table 14 Perceptions of Accessibility: Difficulty of Completing Programs

COM

CHAPTER IV Community Attitudes

Table 15 Community Attitudes: Quality of Courses

Table 16 Community Attitudes: Social Climate for Members of Own Race

Table 17 Community Attitudes: Changes or Improvements of Great Interest

Table 18 Community Attitudes: Responsibility for Operational Support

CHAPTER V Educational Aspirations

Table 19 Postsecondary Aspirations, In-School Household Members

Table 20 Preferred Postsecondary Options, In-School Household Members

Table 21 Numbers and Proportions of In-School Aspirants With Preferred Options, By District

Table 22 Numbers and Proportions of In-School Aspirants With Preferred Options, By Age

Table 23 Numbers and Proportions of In-School Aspirants With Preferred Options, By Race

Table 24 Numbers and Proportions of Out-Of-School Postsecondary Aspirants, By District

Table 25 Numbers and Proportions of Out-Of-School Postsecondary Aspirants, By Age

Table 26 Numbers and Proportions of Out-Of-School Postsecondary Aspirants, By Race

Table 27 Proportions of Out-Of-School Postsecondary Aspirants, By Employment Status

Table 28 Proportions of Out-Of-School Postsecondary Aspirants, Full-Time Employment vs. Part-Time Employment

Table 29 Occupational Distribution of Out-Of-School Postsecondary Aspirants and Total Population

Table 30 Educational Objectives, Out-Of-School Aspirants

Table 31 Reasons for Choosing College of the Mainland, Out-Of-School Aspirants

Table 32 Reasons for Not Choosing College of the Mainland, Out-Of-School Aspirants

Table 33 Numbers and Proportions of Out-Of-School Individuals Perceived as Benefiting from Postsecondary Education, By District and Preferred Institution

Table 34 Numbers and Proportions of Out-Of-School Individuals Perceived as Benefiting from Postsecondary Education, By Age and Preferred Institution

Table 35 Numbers and Proportions of Out-Of-School Individuals Perceived as Benefiting from Postsecondary Education, By Race and Preferred Institution

Table 36 Numbers and Proportions of Out-Of-School Individuals Perceived as Benefiting from Postsecondary Education, By Employment Status and Preferred Institution

Table 37 Proportions of Full-time Employees versus Part-time Employees Who May Benefit from Postsecondary Education, By Preferred Institution.

Table 38 Proportions of Out-of-School Individuals Perceived as Benefiting from Postsecondary Education, By Objective and Preferred Institution

Table 39 Proportions of Out-of-School Individuals Perceived as Benefiting from Postsecondary Education, By Reported Likelihood of Attendance and Preferred Institution

Table 40 Summary of Potential Market for Postsecondary Education, By District and for Total Area

Table 41 Summary of Potential Market for College of the Mainland By District and for Total Area

FOREWORD

The general strategy for the population survey reported in the following pages had its origins in a pioneering study conceptualized and designed by W. H. McFarlane and J. A. Davis in 1970. The original effort was initiated on behalf of a private junior college struggling for survival. Its purpose was to identify, if possible, a new student market to augment the college's traditional constituency which changing times and circumstances had diminished almost to the point of no return. The effort was successful and today the college operates with considerably more assurance as to its future.

The present study, like the first one, may appropriately be designated a market survey. The client institution in the present instance, however, is a public community college concerned, not with survival, but with accountability to its service area and better ways to serve it. The market survey strategy was adopted to measure and evaluate this concern.

Though having common origins, the two surveys differ radically in scope and procedure, as well as complexity. The target population in the first instance was constituted by high school juniors and seniors in the college's immediate locality and a self-administered written questionnaire was used to survey the total population during classroom hours. In the current instance the target population was constituted by households in the service area; a door-to-door personal interview technique was used to survey a scientifically selected sample of these households to permit accurate estimates of selected values for the total population.

In the first survey, approximately 60 comparatively simple questions were designed primarily to elicit summary profiles of respondents' socio-economic background, college aspirations, and perceptions of (and attitudes toward) the client institution. A brief review of the questionnaire for the present survey (see Appendix), as well as of the data derived from it (see text), will quickly demonstrate the extent to which the present survey was expanded from the original model.

Execution of the present project depended heavily on close and continuing cooperation between College of the Mainland (the client institution) and College Associates, Inc. (the primary contractor) with technical assistance from survey specialists provided by Research Triangle Institute of North Carolina. The authors of this report would like to thank all concerned for their interest and support throughout the project.

W. H. McFarlane

J. A. Davis

INTRODUCTION

Given the current state of the art of population surveys, there would seem to be nothing particularly new or startling about the effort described in this report. What is exciting and, in fact, unusual about the effort, however, is (1) application of the household survey by an institution of higher education toward the objective of obtaining an "external evaluation" from the community it serves, and (2) the development, management, and execution of the survey (in this case involving rather extensive interviews with representatives of some 1,800 households in a scientifically selected sample) by the institution itself, with relatively minor consulting assistance from sampling and survey specialists.

This, then, is a report of how the College of the Mainland is viewed by the community it is mandated to serve. The report is also concerned with the extent and nature of the "market" potential in that community. By employing modern sampling procedures, it permits the development of the population estimates that form the substance of the report.

The College of the Mainland has a particular mandate to serve the population of the Mainland portion of Galveston County, Texas. This area coincides with the pupil attendance area of five Texas independent school districts. The College of the Mainland External Evaluation Study sample design employed was a stratified two stage sample of households of this service area, or the five Texas independent school districts of Dickinson, Texas City, Hitchcock, La Marque, and Santa Fe, which consist of about 29,000 households. Results of the study can be reported for each of the

five school districts, or for the area as a whole. This requirement was achieved in the sample design provided by Dr. David Bayless of the Research Triangle Institute (RTI), by stratifying the households of the service area by the boundaries of the pupil attendance area of the five independent school districts. The households within each school district were then further stratified by the ethnic composition using block data of the 1970 U. S. Bureau of the Census. A random sample of about 500 households was selected from the households of each school district resulting in a total sample of 2,500 households.

The total number of sample households that completed the study questionnaire was 1,808, giving an overall response rate of 72.3 percent. A more precise description of the sample design, and the derived district sample weights, is provided in Table A on the immediately following page.

Data were collected using the personal interview technique. Interviewers were hired, trained, and supervised by the College staff, with on-site assistance from Ms. Maisie van Scriver, survey specialist from RTI.

The data for the study were analyzed in accordance with the specification of the sample design. This analysis involved weighting the responses of each completed questionnaire based on the disproportionate sampling of households (a different percentage of sample households was selected from each school district), and the non-response of certain selected households.

The questionnaire itself (provided as an appendix), and an accompanying interview guide, was developed under the supervision of Dr. J. A. Davis and his staff at RTI, following several meetings with key adminstrative staff of the College in which the basic decisions as to content priorities were developed.

Table A

COLLEGE OF THE MAINLAND STUDY SAMPLE DESIGN

Independent School Districts	Number of Census Tracts (Column 1)	Number of Blocks (Column 2)	Estimated Number of Households Based on 1970 Census (Column 3)	Planned Number of Households Selected for Sample (Column 4)	Actual Number of Sample Household Questionnaires Completed (Column 5)	Estimated Number of Households Based on Sample (Column 6)	District Sample Weight (Column 7 = Column 6/Column 5)
Dickinson	11	457	6197	500	317	6879	21.7
Texas City	5	515	9031	550	389	7973	20.5
Hitchcock	4	171	2209	500	469	3862	8.2
La Marque	5	365	8148	550	356	7659	21.5
Santa Fe	4	4	3000	400	277	2376	8.8
			28585	2500	1808	28749	15.9

In noting the data presented in this first general report, there are several cautions that must be observed by the reader. This has to do with possible errors that can qualify findings in a survey of this sort.

One source of error that is inevitable is the occasional interviewer failure either to obtain the correct data or to record it properly. Evidence of the extent of such error may appear as logical inconsistencies in the data--e.g., the report that a particular household member now in grade 10 expects to continue in school through the sixth grade. Such an error can also result from key-stroke error as a keypunch operator copies from the questionnaire the entry thereon onto an IBM card for computer processing. Keypunching the data was performed by the College; cards provided RTI, where computations were performed, did not show evidence of 100 percent verification. Inspection of the total data file generally reveals the probable existence generally of a one to two percent detectable error from inconsistencies or from an "out-of-range" punch (e.g., an entry of 4 to record data that can only be embraced by categories 1, 2, or 3 or an entry showing the highest grade level attained by a household member to be "44"). Occasionally, such errors may approach a value of four or five percent.

Another inevitable source of error is sampling error. This is a matter of using a sample, or less than the entire population under study, for making estimates of the real values in a population that would appear if every member of the population were surveyed. The range of such error is a function of the sampling strategy and assumptions, and the size of the sample; this range of possible error can be computed for each value reported, but financial restrictions on the present study have not permitted such computations to be made and reported. Thus, data reported

should be considered approximations, and, comparisons of only slightly differing proportions for several subgroups of the population--e.g., the proportions of the several racial groups who have heard of the College--should be interpreted with caution.

The reader should also keep in mind that in the data that follow generalizations are sometimes made to households (or, a collection of related individuals residing at a single address), or are sometimes made to individuals. In all cases, the data depend on the response of the individual interviewed who represented the household (e.g., generally only one representative of each household was contacted). For example, the interviewee was asked his or her opinion of the College; and the interviewees, who were most frequently female heads of the household, gave their own opinions, and the opinions of others in the household may be quite different. In some analyses reported, data are given on the characteristics of individuals as reported by the interviewee. In both cases, one is dealing frequently with perceptions rather than actual physical fact. For example, the levels of educational aspiration reported for individuals are most correctly interpreted as the level of aspiration the respondent held for the particular individual. Table B on the following page provides the general identity of the respondents representing the households.

Table B

IDENTIFICATION OF RESPONDENTS TO THE SURVEY

Identification	Proportion in Category
Male Head of Household	23.9%
Female Head of Household	61.2%
Some Other Individual	5.7%
Both Male and Female Present and Responding	6.5%
One or Both Heads plus Others Present and Responding	2.6%
Identity Unknown	0.1%
	100.0%

CHAPTER I

Study Overview

This report constitutes one of a series prepared for College of the Mainland under an AIDP Title III grant for the development of accountability-based educational systems. It is concerned with evaluation of the College's accountability to its external constituencies, i.e., with how well the College is presently serving these constituencies and whether improvements might be in order.

This approach to evaluation involves an investigation of the College's relationship with its service area in several dimensions. First, there is an examination of the College's role as a two-year postsecondary institution relative to selected demographic features of the service area such as residency patterns, ethnic distributions, educational characteristics, and occupational features. Second, there is a determination of the extent to which the community is aware of the College and whether its programs and services are viewed as readily accessible to community residents. Third, there is an investigation as to whether community attitudes are generally positive or generally negative with respect to the College as a local resource for educational advancement. Finally, there is a look at general patterns of postsecondary educational aspirations which in effect describe the potential market to which the College should aim its programs and services.

The outcomes of this approach provide a broad overview of the College's accountability to its constituencies. Analyses and commentaries provide general verification of those areas in which the College, its programs,

and its services are appropriately matched to needs, as well as clues to those aspects of its service role in which changes or improvements could lead to greater responsiveness. Where general findings indicate the need for more effective service in its area, appropriate guidelines are suggested.

The remainder of this chapter presents a summary of findings for each of the four areas under investigation. Substantiating evidence and related commentary for each set of findings are then presented in the following chapters, respectively entitled The College and the Community, Community Awareness, Community Attitudes, and Educational Aspirations. Data summaries in these chapters should be interpreted by recourse to the question, or questions, on which they are based (see Appendix), as well as to the context in which the question appears in the survey, for this is frequently the only way to gauge the real meaning of the distribution of responses. Also, since these summaries were selectively derived from computerized tabulations of original responses, reference should be made to these original tabulations as necessary. Each data summary appearing in the text identifies the survey question, or questions, from which the distribution of responses was tabulated; and also provides a reference to a separate volume of computerized data print-outs from which the textual summaries were derived.

Summary of Findings

In general, the survey confirms that the College is presently serving its constituencies effectively. The College's role as a two-year postsecondary institution is appropriately matched to pertinent

demographic features of the service area; and it is presently the dominant educational institution for serving postsecondary educational interests. There is a high level of awareness of the College's presence. Prevailing community attitudes are generally positive concerning the College as a local resource for educational advancement, and residents apparently look to it as the agency which should take the lead in providing additional, sometimes innovative, educational programs and services. In general, the College seems to have an unusually strong relationship with its community.

There are some areas, however, in which additional effort to improve the College's image and service, or to anticipate evolving needs, may be called for. Though awareness of the College is high, there are mixed perceptions as to its accessibility. Though attitudes are generally positive, there is a feeling that the quality of its programs could be improved, particularly in the college transfer area. Some effort to initiate new services and to reach out to its potential market may be in order.

The potential market for postsecondary education in the College's service area seems especially promising. It consists of an estimated 27,365 individuals, or about 31.2 percent of the total population in the service area. About two-thirds of those indicating postsecondary plans or interest also indicated College of the Mainland as their preferred institution.

This market breaks down into three distinct groups: (1) those in grades 1-12, for whom postsecondary aspirations were reported by household respondents; (2) those now out of school, but reported as having

plans to attend a postsecondary institution within the next five years; and (3) those now out of school, but who are perceived by household respondents as being capable of benefitting from further schooling. The size and pertinent characteristics of each of these groups are extensively analyzed in Chapter V.

Specific approaches to improvements in image, service and related concerns will obviously require further careful study, possibly involving further analysis of existing data as well as follow-up studies initiated by the College on its own. With respect to the findings of this report, however, the problem of mixed perceptions as to accessibility may simply be a problem of public relations. Any response to concerns for qualitative improvements or program expansion will have to contend with the apparent resistance of the majority of respondents to paying for a corresponding increase in cost through increased taxes.

With respect to its potential market, the College should consider how it might more effectively present itself as an attractive opportunity for in-school aspirants, with emphasis upon the tangible advantages of two-year career education, and on the practicality in many instances of entering a four-year college career through college transfer programs. Also, the College might profitably devote further study to identifying more specifically the intentions of those who expect to continue their education within the next five years, as well as to those who feel they could benefit from further study but have no particular plans at this time.

CHAPTER II

The College and the Community

Though visual impressions of the service area in which College of the Mainland is located readily classify it in terms descriptive of the southeast Texas petro-chemical region, more impersonnal statistical summaries do not clearly differentiate it from hundreds of other urbanizing localities on the fringes of metropolitan centers with substantial concentrations of heavy industry. In other words, there is no reason to suppose from an examination of pertinent statistics that there are special socio-economic conditions and corresponding educational needs that require something more than a typical pattern of community college education for adequate coverage of typical postsecondary educational needs.[1] The following summaries of residency patterns, ethnic distribution, occupational status, and educational characteristics illustrate the point.

Residency Patterns

Data concerning length of residence, types of housing occupied, and condition of housing tend to confirm visual impressions of the service area as a solid community of households in the mainstream of American residential life. Such communities are one of the major types of areas where the community college has rather typically flourished.

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[1] It should be observed, however, that socio-economic data sought for and derived from the survey are selective. Analyses of more comprehensive data may disclose variations from normal patterns.

Table 1 below summarizes data for length of residence of all household respondents in the service area, based on population estimates from the sample population.

Table 1

Respondents Living at Current Address
for One to Five Years or More

No. of Households	No. of Years at Current Address	Percent of Total
5999	1	20.9
1742	2	6.1
1420	3	4.9
1527	4	5.3
17615	5 or more	61.3
447	Other or Unknown	1.5
		100.0

Source: Question A; Variable 002*

*This and similar references for textual data identify the computerized print outs from which all textual data are derived.

Thus, the service area is generally characterized by a fairly stable population. Complementary statistics[2] show that of the above households living at their present addresses for less than five years, the majority have lived elsewhere in the service area for at least a year or more. Only 16.9 percent have lived outside the district in the past five years.[3]

[2]Variable 003.

[3]Variable 004.

Table 2 below shows distribution of household respondents by type of housing occupied.

Table 2

Type of Residence Occupied

No. of Households	Type of Residence	Percent of Total
26382	Private Home or Apartment	93.4
819	Public Housing	2.8
1039	Other	3.7
		99.9*

Source: Question BF; Variable 256

*Percentages sometimes total slightly less (or more) than 100.0 because of rounding to the first decimal place.

It is clearly evident that the service area, in addition to having a comparatively stable population, is overwhelmingly a community of privately owned or rented housing. Less than three percent of the households reside in public housing. The 3.7 percent shown as "Other" also live in private housing -- either trailer homes, garage apartments, or rooms/apartments in private homes. Moreover, the general physical condition of most housing is largely excellent or good, as Table 3 below shows:

Table 3

Physical Condition of Residences

No. of Households	Physical Condition	Percent of Total
21024	Excellent or Good	73.1
5243	Minor Repair	18.2
2136	Major Repair	7.4
269	Unsound or Other	0.9
86	Not Reported	0.3
		99.9

Source: Question BF, Variable 257

In sum, both visual impressions and related statistics combine to suggest that College of the Mainland is located in an area whose resident population is committed to the values of a stable and responsible community life. Among such values, of course, are those involved in education, with particular emphasis on the advantages of postsecondary education. It would thus appear, and subsequent evidence will tend to confirm, that College of the Mainland's role in contributing to the realization of educational values in the over-all community life is both appropriate and essential.

Ethnic Distribution

Table 4 below shows ethnic distribution of the population according to households. This distribution also helps to confirm general impressions of the service area as an urbanizing locality on the fringes of a

large metropolitan center, with the added dimension that it can now be seen more clearly as predominantly white.

Table 4

Ethnic Distribution by Household

No. of Households	Ethnic Group	Percent of Total
21,526	White	72.7
5,959	Black	20.5
1,769	Mexican/American	6.0
416	Other or Unknown	0.7
		99.9

Source: Question BE, Variable 255

Though ethnic minorities are a comparatively small percentage of total households, the College appears to make particular efforts to be responsive to their educational interests and is accommodating to their sensitivities. As will be seen in a succeeding chapter on community attitudes, a substantial majority of all respondents rate the College's social climate for their own ethnic group as "comfortable."

Occupational Status

Table 5 below shows that households in the service area are characterized by concentrations of workers in professional/technical, clerical, craftsmen, operatives and services categories. The remainder are distributed in such categories as managers/officials, sales personnel, and private household workers. Farmers and farm managers are a miniscule portion of the labor force.

Table 5

Occupations of Household Members

No. of Household Members	Occupation	Percent of Total
31,773	No Response -- (Assumed Not of Working Age)	36.1
9,014	Prof./Technical	10.2
56	Farm/Farm Manager	0.1
3,673	Managers/Officials	4.2
7,120	Clerical	8.1
2,149	Sales	2.4
7,083	Craftsmen	8.0
5,019	Operatives	5.7
947	Private Household Workers	1.1
6,545	Service	7.4
164	Farm Laborers	0.2
4,967	Other Laborers	5.6
8,157	Housewife	9.6
605	Military	0.6
721	Occupation Not Reported	0.8
		99.9

Source: Question K, Variables 063-069.

To the extent that the distribution of occupations reflects job skills required in the area, it would appear that College of the Mainland's

career training programs are entirely congenial with the kinds of skills which the area predominantly requires. The extent to which there is an adequate match between specific kinds of career programs and specific kinds of skills is, of course, a continuing requirement at the College for review and adjustment.

In terms of actual employment, Table 6 below shows the distribution of household members by work status (employed/unemployed, etc.).

Table 6

Work Status of Household Members

No. of Household Members	Work Status	Percent of Total
28,385	No Response (Assumed Not of Working Age)	32.2
34,401	Employed	39.1
19,642	Unemployed	22.3
5,620	Retired	6.4
		100.0

Source: Questions I and J; Variables 049-062.

Thus, almost 40 percent of the population is estimated to be employed, while about 6 percent are retired. The estimate of 22 percent unemployed may be inflated, when compared with separate unemployment data, or in this instance, it may include, for example, individuals with a customary occupation but who are currently in school, on pregnancy leave, or otherwise not working or seeking work.

Educational Characteristics

The respondents were asked to report on the highest grade level obtained by each member of their household. Table 7 shows the distribution of household members by highest grade attained and by age.

Of the various data shown in Table 7, of greatest interest for summary purposes is that, on the matter of educational attainment, almost 4 percent of the population is estimated to have completed more than four years of college, and an additional 5 percent have completed four years of postsecondary education. An additional 12 percent have one or more years of postsecondary education, and about 25 percent have graduated from high school.

Other data may be extrapolated from the table. For example, of the portion of the population that is 25 years of age or older, 15,177 individuals (or 32.5 percent of the population in this age group) have not completed high school ; 16,337 (or 35.0 percent) have attained a high school diploma, while the remaining 32.5 percent have one or more years of postsecondary education.

Postsecondary education appears to be a significant activity among households in the service area. Table 8 below shows slightly over one-third of the households have had one or more members enrolled in postsecondary education in the past five years.

Table 7

Highest Grade Level Attained by Household Members of Various Age Categories

AGE OF HOUSEHOLD MEMBERS	NUMBERS ATTAINING VARIOUS GRADE LEVELS									
		Grade Level							Total All Gr. Levels	%
	Not Reported	1-4	5-8	9-11	12	13-15	16	17-20		
Not Reported or Below Age 6	9065	56*	0	0	43*	36*	0	13*	9213	10.5
6-12	635	6532	4339	27*	27*	0	0	6*	11565	13.1
13-18	17	0	3156	6603	1608	125	9*	0	11518	13.1
19-24	75	52	302	1643	3857	2767	316	104	9915	10.4
25 or Over	1252	1160	4577	8188	16337	8008	3961	3156	46640	53.0
Total, All Ages	11043	7800	12374	16460	21873	10936	4286	3280	88051	100.0
Percent	12.5	8.8	14.1	18.7	24.8	12.4	4.9	3.7	100	

Source: Question E, Variables 035-041.

*Entries probably reflect coding errors.

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Table 8

Proportion of Households with One to Five Members Enrolled in Postsecondary Education in the Past Five Years

No. of Household Members in PSE	Percent of Total
0	63.5
1	23.5
2	9.1
3 to 5	2.0
Not reported	1.9
	100.0

Source: Question AG, Variables 144-150

Table 9 below reveals that the primary purpose for enrolling in postsecondary education was to earn a college degree or transfer credit. Other significant purposes were to take special interest courses or learn job skills. A few others were concerned with senior citizens programs or GED, and the remainder is listed as "Other."

Table 9

Estimates of Enrollment in PSE Over The Past Five Years for Various Reasons

Estimated No.	Purpose	Percent
6029	College Degree or Transfer Credit	42.1
3579	Special Interest Courses	25.0
3445	Job Skills	24.0
1062	Other	7.4
204	Senior Citizens	1.4
10	GED	0.1
14329		100.0

Source: Question AK, Variables 169-174

Moreover, College of the Mainland was the primary institution serving these enrollees and their various needs. Table 10 below shows that close to two-thirds had attended College of the Mainland, with the remainder mostly attending four-year in-state colleges, and a few others as well.

Table 10

Estimates of Attendance Among

Various Types of Institutions

Estimated No.	Institution or Type	Percent
8999	College of the Mainland	63.2
2123	Four-year, in-state	22.2
1385	Other Community Colleges	9.7
510	Four-year, out-of-state	3.6
182	Other	1.2
13199		99.9

Source: Question AH, Variables 151-156

In general, then, educational characteristics generally confirm the compatibility of the College's role as a community-oriented institution, and particularly demonstrate that a significant number of residents make use of the school as a resource to pursue the various dimensions of their educational interests. Combining this evidence with prior demographic and occupational characteristics of the community, it seems beyond question that the College, its programs and services are appropriately matched to community needs.

CHAPTER III

Community Awareness

Even though the evidence may demonstrate an appropriate match between the College and its community, one should also determine to what extent there is general awareness that the College is in fact there to serve the community. Obviously, there must be a considerable degree of awareness simply in terms of current enrollment, those who have taken courses there, and those who plan to go there in the future. The more general question is whether individual awareness is also characteristic of the community as a whole; also, whether such awareness is accompanied by a general belief as to accessibility, in terms of entrance requirements, costs and chances of succeeding in college programs.

It is emphasized that this chapter deals, in the main, with perceptions of respondents, not of household members. Thus, the characteristics of the respondents are critical to proper interpretation of the responses. For these purposes, it should be noted that the respondents identified themselves as follows: 61.2 percent were the female head of the household; 23.9 percent were the male head of the household; 5.7 percent were some other individual; and 9.2 percent of the respondents were one of several individuals variously present and responding, or whose identity was unknown.

As previously reported, almost two-thirds had lived at their current address for five years (or more); two-thirds reported graduation from high school (though only about one-fifth had graduated from a high school in the survey district).

General Awareness

Responses from the sample population indicate that general community awareness of the College is almost total. A particularly interesting point is that distance from the College is not a factor, since the level of awareness is about the same regardless of the particular district within the service area.[4]

Table 11 below indicates that awareness has come about through a variety of contacts. The most prevalent type of contact by far is mail or public media. A significant majority of respondents have had family members or friends take courses there. A smaller percentage, though still significant, has taken one or more courses there. Many other types of contact were reported (e.g., through high school, word of mouth, etc.) though none were as prevalent as those listed below.

Table 11

Contact with the College

Type of Contact	Percentage of Household Respondents
Through Taking Credit Courses	
Respondent	12.6
Family member or friends of respondent	58.4
Through Taking Non-credit Courses	
Respondent	17.6
Family member or friends of respondent	52.9
Through the Mail	79.3
Through Public Media	70.6

Source: Question U, Variables 093-100

[4]Variable 093. Proportion of households where respondent has heard of College of the Mainland is 98.3 percent, with very slight variations among districts.

Moreover, nearly 60% of the household respondents have actually been on campus.[5] About one in eight of the respondents have taken credit courses there, and almost one in five have taken non-credit courses there, (see Table 11 above). Other reasons reported for visiting the campus are fairly distributed among such items as workshops, special events, enrollment information, use facilities, attend theater, senior citizens, transport friends, or merely to sightsee.[6]

Perceptions of Accessibility.

There appear to be fairly accurate perceptions concerning entrance requirements to College of the Mainland. In Table 12 below, percentage of responses are given to survey questions asking respondents to identify various types of requirements which might apply to entrance into credit programs and non-credit courses.

Table 12

Perceptions of Accessibility:
Proportions of Respondents Believing Selected Entrance Requirements Exist for Credit and Non-Credit Enrollment

Type of Requirement	Credit Program: Pct. Response	Non-Credit Courses Pct. Response
H.S. Grad. or GED	77.3	10.0
Satisfactory Test Scores	5.6	4.3
Be 18 or over	0.1	1.1
No Requirement	2.5	40.7
Don't Know	12.1	15.7
Other	1.9	5.1
No Response	0.5	23.1
	100.0	100.0

Source: Questions X and Y, Variables 110-117

[5]Variable 102.

[6]Variable 103.

Though actual numbers may be small, it would seem desirable that misconceptions or lack of knowledge about entrance requirements be eliminated insofar as possible, especially for non-credit courses.

Perceptions of accessibility in terms of costs for attending appear to be considerably less accurate. Respondents were asked "How much does it cost to go to College of the Mainland?" for full-time study (for credit) for one term, and for a special or non-credit course or class. Table 13 below gives percentage responses for corresponding ranges of cost in each category.

Table 13

Perceptions of Accessibility
Estimates of Cost

$ Costs for Full-Time Study per term	Pct. Response	$ Costs for Non-Credit Courses	Pct. Response
0-24	7.8	0-4	1.0
24-49	18.0	5-9	37.2
50-74	17.4	10-14	10.8
75-99	7.0	15-24	8.2
100-499	18.5	25-49	11.6
More than 500	4.3	More than 50	10.4
No response	26.9	No response	20.9
	99.9		100.1

Source: Question Z, Variables 118-119

It would appear that less than a majority cited a reasonable estimate of the cost per term for full-time study. About one-third appear to believe that costs are considerably higher than they actually are (i.e., more than $75 per term). The same general pattern is evident for

non-credit study, though in this case almost 40% did believe costs for such courses were under $10. That fact that 20%-30% of those questioned could not, or would not, respond to either question may be a minor cause for concern.

One can only speculate as to the reasons why perceptions of cost tend to be somewhat high, on the one hand, or totally lacking on the other, but in any case such perceptions suggest the College should consider ways to increase awareness that full-time or non-credit study at COM is, in fact, an educational bargain.

Finally, respondents were asked to rate the difficulty of completing college transfer and job skill programs at College of the Mainland. Table 14 below indicates that perceptions are divided approximately 50-25 as to difficulty or ease, respectively, of completing college transfer work, with another 25% expressing no opinion (i.e., didn't know). Concerning job skill programs, about 40% believe it is at least fairly difficult to get through them; approximately one-third think it is easy, and another 25% do not know.

Table 14

Perceptions of Accessibility
Difficulty of Completing Programs

Type of Program	Percentage Response Difficult	Fairly Difficult	Easy	Don't Know
College Transfer	5.5	42.7	28.0	22.0
Job Skill	3.6	36.3	33.3	25.0

Source: Question AB, Variables 123-124

It is advisable to take a cautious attitude in interpreting the patterns of these responses. On the one hand, a large number of respondents may be saying that they believe the sort of education offered by College of the Mainland could be beyond them. On the other hand, at least some of them may be expressing a degree of admiration (or its reverse) for the rigors of college level study. In this study, it is assumed that the former is more likely the case and that the College may wish to consider appropriate ways in which to encourage hesitant individuals to try their hand in courses offered at the College

To recapitulate, there is a high level of awareness of the College but perceptions of accessibility are mixed. Almost everyone in the College's service area appears to know of the College, and a majority of household respondents have actually been on campus. There appears to be reasonably accurate understanding of entrance requirements, but less so of costs. And a prevailing attitude in a substantial number of households appears to be that it is difficult or fairly difficult to complete college transfer or job skill programs there.

CHAPTER IV

Community Attitudes

In an effort to determine how well the College is generally regarded in its service area, the survey included questions to elicit definite responses about such matters as the quality of programs, racial climate, changes or improvements that respondents would like to see, and responsibilities for supporting increased costs. Also included were a number of open-ended questions which allowed respondents to phrase their own answers to such matters as what the College does best, how they would describe the College, how they would like to see it change, what former students liked best and least about the College, and the quality of the teaching faculty. Summaries of the definite responses are provided below.

Again, the reader is cautioned that the data to be reported do not represent a random sample of the population of the Mainland portion of Galveston County, but of a random sample of households as represented by the respondents, who are generally the male or female head of the household.

Attitudes on Quality.

Table 14 below reveals the extent of positive and negative attitudes toward college transfer, job skill, and non-credit courses or programs on the part of household respondents.

Table 15

Community Attitudes:
Quality of Courses

Type of Course	Percentage Response			
	Positive	Negative	Neutral	Other/No Response
Non-Credit	65.7	29.4	3.2	1.8
Job Skill	62.2	30.4	5.4	2.0
College Transfer	59.1	33.0	5.3	2.6

Source: Question AA, Variables 120-122

Though the majority response is positive for all three types of courses, there may be cause for concern that positive attitudes toward quality are about the same or perhaps a little less for job skill and college transfer than for non-credit courses; and that negative responses in all three areas are given by about three out of every ten respondents.

Racial Climate.

Table 15 below shows percentage responses to a question which asked for the respondents personal opinion on the congeniality of the social climate at College of the Mainland for members of his/her own race.

Table 16

Community Attitudes:
Social Climate for Members of Own Race

Type of Response	Percentage Response White	Black	Mexican-American	Other
Comfortable	70.7	89.2	76.9	40.3
Don't Know	24.9	6.2	13.6	59.7
Less Than Comfortable	1.9	1.7	3.4	0.0
Quite Uncomfortable	0.9	1.1	0.7	0.0
No Response	1.6	1.7	3.4	0.0
	100.0	100.0	100.0	100.0

Source: Question AE, Variable 137

The most interesting feature of this analysis is that minorities are more positive (and certain) in their responses than are respondents from the white majority. There appears to be relatively little negative concern on this matter among any of the ethnic groups; in fact since only 4% of the households responded negatively to the question the numbers are too small for statistically significant meaning.

Attitudes on Changes or Improvements

Respondents were asked to identify from among a number of possibilities, changes or improvements in the College which would be of varying degrees of interest to them (great, some or none). Table 17 below lists those changes or improvements for which a majority of respondents indicated great interest.

Table 17

Community Attitudes:
Changes or Improvements of Great Interest

Type of Change or Improvement	Pct. Response
Helping Industry Provide On-The-Job Training	64.0
Establishing a Career Information Center	55.9
Improving quality of course offerings for those students planning to transfer to a senior college	54.3
Adding a new job-training program	52.6
Expanding range of course offerings for students planning to transfer to a senior college	52.4

Source: Question BC, Variables 243-254

Other options included enlarging opportunities for students to attend from out of the area; build additional vocational-technical facilities; add more special interest courses; expand cultural activities; offer additional courses off campus; and make public schools, their programs and facilities, open to the general public after regular hours. None received more than a 45% expression of great interest.

The strongest interest seems to be in college/industry cooperation in on-the-job training. It is also interesting to note that the top two both call for greater college involvement with the community at large.

But perhaps the most significant responses concern the quality and range of college transfer courses. The fact that a majority of respondents expressed great interest in changes or improvements for such courses should be of particular concern, in view of the additional fact that respondents also rank the quality of college transfer courses lower than the quality of non-credit and job skill courses (Table 14).

Attitudes Toward Cost

Though the evidence indicates that the community is generally interested in seeing the College take the lead in providing new or improved educational services, one cannot assume that the community is also willing to bear the higher costs that would necessarily result. A question on attitudes toward responsibility for costs, independent of the foregoing question on added or improved services, was included in the survey. It asked hypothetically whether increased costs for courses and programs at the College should be borne by the student (through tuition and fees), the local taxpayer, or the state taxpayer. Table 18 below shows the distribution of responses.

Table 18

Community Attitudes:
Responsibility for Operational Support

Source of Support	Percentage Response			
	Yes	No	No Opinion	No Response
Increase Tuition	63.2	26.2	8.7	1.9
Increase State Taxes	32.2	34.4	11.2	2.2
Increase Local Taxes	26.1	60.5	11.1	2.3

Source: Question AF, Variables 139-141

Clearly, respondents reflect typical resistance to further increases in taxes for what is essentially a local public service, though a few more would be willing to have state taxes increased than local taxes.

In summing up, it should be noted that the variety of attitudinal responses in the foregoing tables do not always lend themselves to broad

generalizations of a positive or negative character. Obviously, the most positive attitude concerns the social climate insofar as race relations are concerned: those who would normally have the most reason to feel particularly sensitive on the issue are precisely those who characterized the climate in very positive terms. Other than that, one would have to say that while a majority of respondents think well of the quality of College courses, a significant minority are not that much impressed; and that while a majority have great interest in improvement and expansion in certain areas, there is hardly broad support for paying consequent increases in costs through taxes.

CHAPTER V

Educational Aspirations: A Projection of Market Potential

The foregoing chapters have dealt primarily with College of the Mainland's current relationships with its service area. Major points considered were the College's role as a community service institution in relation to selected community characteristics; community awareness of the College and perceptions of its accessibility; and community attitudes toward the College as a local resource for educational advancement.

This chapter endeavors to bring into focus the extent to which College of the Mainland figures into the aspirations of community residents in their projection of future educational goals. Two subgroups are the primary subject of analysis in this respect: those still in school, and those not now in school who give some indication of planning additional study or at least are perceived as being able to benefit from further study.

Several survey questions were designed to elicit information in these dimensions. Respondents were first asked to identify those members of their household still in school and to indicate their highest grade level expectancy. Then, where a grade level expectancy higher than 12 was indicated, respondents were asked where they would (a) like or (b) expect their children to go for education or training after high school. Third, respondents were asked to identify any other household members (other than those already named, or those now in

postsecondary education) who might take postsecondary education courses in the next five years. Respondents were also asked to identify any members of their household not now in school (a) who might enter (or reenter) postsecondary education in the next five years, or (b) who, though not now planning to return to school, felt they could benefit from further education or training.

Responses to these questions, and selected characteristics of the individuals named, are treated here as indications of the potential market for the College. Where appropriate, this market is examined in terms of each district, as well as for the service area as a whole.

Potential Market: Overview

To provide a structured analysis of the potential market, this chapter has been divided into sections which deal successively with (1) postsecondary education aspirants still in school, (2) those out of school who may enter postsecondary education in the next five years, and (3) those out of school who are not planning to go, but are perceived as being able to benefit from further schooling. Questionnaire responses for each of these categories are briefly summarized in the following paragraphs of this section and are then treated more extensively in succeeding sections.

In-school aspirants. Based on projections from the household sample, there appear to be an estimated 12,341 individuals in the service area now in grades 1-12 who may later attend college. When asked to indicate generally what levels of educational aspiration were held for such individuals, from 60 to 70 percent of the respondents

in the sample replied, in effect, "four years or more of college." On the other hand, when asked to select an institution, by name or type, which they would like their in-school household members to attend, almost half selected College of the Mainland, about the same number indicated preference for a four-year institution, and a few suggested some other two-year (or less) institution. Responses by district reveal that positive responses to College of the Mainland were highest in Santa Fe and Texas City, and lowest in Dickinson.

As subsequent commentary will indicate, the foregoing summary suggests that while high aspirations reflect a traditional social bias towards the four-year college or university as an ideal, when confronted with the need to make specific choices, College of the Mainland fares very well indeed among household respondents in the service area. In fact, the data indicate that as the time of possible entrance of in-school aspirants into postsecondary education approaches, College of the Mainland increasingly becomes the institution named. Furthermore, it does not seem that this choice is significantly related to those whose school records indicate lower levels of achievement, since reported grade point averages for College of the Mainland aspirants are a shade higher than those reported for four-year college aspirants.

When the foregoing aspirations are analyzed in terms of racial background, both whites and blacks divide in approximately equal proportions between College of the Mainland and a four-year college as a preferred institution. On the other hand, a larger proportion of Mexican-American households reported College of the Mainland as a choice than a four-year college.

Out-of-school, may enter. Based on projections from the household sample, there appear to be an estimated 6,900 individuals not now in school who may enter postsecondary education in the next five years. Nearly 80 percent of this group appear likely to choose College of the Mainland as the institution at which to enroll. The largest age group, in terms of absolute numbers, is in the 26-45 range. And again, more Mexican-Americans (almost 90 percent) identify the College as their preference than do whites or blacks. More than half are employed, with nearly 90 percent engaged in full-time jobs. The occupational categories to which the College seems to appeal most frequently are professional and technical, clerical and kindred, sales, service (other than private household) and housewives. Predominant objectives are to learn or improve job skills, or to obtain a college degree. The most frequently given reason for choosing the College is its proximity and convenience.

Out-of-school, could benefit. Based on projections from the household sample, there appear to be an estimated 8,000 additional individuals not now in school, but for whom household respondents feel further education would be a benefit. Analyses by age, race and employment status for this group indicate that their characteristics in these respects generally agree with those reported for out-of-school aspirants who may enter within the next five years. The predominant interests of those among this group who identify College of the Mainland as a preferred choice are job skills and special interest (avocational) courses. Though this group cannot be regarded as having definite plans to enter (or reenter) postsecondary education, the data indicate

that, in general, about 60 percent are likely to do so.

Summary. The service area for College of the Mainland appears to contain over 27,000 individuals with some degree of postsecondary educational aspirations. About two-thirds of these can be projected as having definite interests in College of the Mainland, i.e., about 18,000 individuals -- 45 percent of whom are still in school, 25 percent of whom are not now in school but may continue within five years, and 30 percent of whom are out of school but perceived as being capable of benefiting from further education. Generally, Texas City appears to be the most favorably disposed toward College of the Mainland and Dickinson the least.

Educational Aspirations Of or For In-School Household Members

Where in-school household members are concerned, it is clear that household respondents think primarily in terms of four-year college careers for them. Table 19 below summarizes percentage responses for postsecondary educational aspirations for in-school household members at various grade levels.

Table 19

Proportions of In-School Household Members, by Grade Level, for Whom Various Postsecondary Levels of Aspirations are Reported by the Respondents

Grade Level	Aspired Educational Level		
	2 Yrs. of Coll.	4 Yrs. of Coll.	More than 4 yrs.
1-6	0.5	56.2	5.6
7-9	6.5	63.6	4.9
10-12	9.1	66.5	4.6

Source: Questions E, F, G; Variables 021-041

The foregoing patterns of response may be viewed as quite typical of the values that are characteristic of contemporary American society at large. It seems evident, for example, that relatively few think of "going to college" as being significantly related to a community college career. As is true most everywhere, for community residents in the College's service area "going to college" means primarily a four-year college career. It is interesting, however, that as the individuals near the time of graduation from high school, the proportions in both the two- and four-year college groups appear to increase.

Since such aspirations amount to an historically built-in bias in prevailing social values, there is no particular cause for concern about the bias as such. One should recognize, however, that in terms of actual experience such aspirations are not on the whole very realistic.

It is interesting to note that when respondents were asked to translate these aspirations into the realm of concrete choices, there was a decided shift in responses toward a more realistic point of view. Table 20 below shows the distribution of household responses to where respondents would like in-school household members to go for education or further training after high school.

Table 20

Numbers of Individuals Now in School for Whom Various Postsecondary Education Options Are Stated As Preferred

Name or Type of Institution	Number (Population Estimate)	Percent of Total
Four-Year College	5846	47.4
College of the Mainland	5830	47.2
Other Two-Year (or Less) Institution	665	5.4
Total	12341	100.0

Source: Question 0; Variables 076-079

It would appear that when confronted with the need to make concrete choices, respondents are about equally divided between those who would choose two- or four-year colleges. And for those who did pick two-year colleges, it is encouraging that their local institution is the overwhelming preference.

The combined effect of these two tables is to suggest that, in spite of traditional social values, community college careers generally, and College of the Mainland in particular, are increasingly accepted by community residents as an appropriate way to realize one's aspirations for further education or training beyond high school. The College might consider ways to increase community awareness of its opportunities for career education, and of its college transfer program as an attractive alternative to seeking entrance into a four-year college immediately after high school.

Variations by District. In seeking to increase community awareness, a question of some import may be: are the proportions of College of the Mainland and other postsecondary education aspirants similar among the five districts surveyed? Table 21 provides information in this regard.

The estimates of school districts show considerable variation by district in the proportions of postsecondary education aspirants who would like to attend College of the Mainland. These range from a high of 62 percent of those named from Santa Fe, to a low of 29.5 percent of those named from Dickinson. Unless these differences are a function of sampling error and/or differences in interview approach, it would seem that special public relations effort might be expended in the Dickinson area.

Age, grade point average and race of in-school aspirants. The present age of the aspirants for the various postsecondary education categories is reported in Table 22. This confirms generally the conclusion from the data provided in Table 19, which indicates that as the

Table 21

Estimates of Numbers and Proportions of In-School Household Members with Various Preferred Postsecondary Education Aspirations, by School Districts

Name or Type of Institution	School District: Dickinson No.	Dickinson %	Texas City No.	Texas City %	Hitchcock No.	Hitchcock %	La Marque No.	La Marque %	Sante Fe No.	Sante Fe %	Total No.	Total %
College of the Mainland	793	29.5	1962	59.0	1068	50.6	1381	43.0	626	62.4	5830	47.2
Other Two-Year	167	6.2	86	2.6	165	7.3	135	4.2	112	11.1	665	5.4
Four-Year	1733	64.3	1278	38.4	878	41.6	1692	52.7	226	26.5	5847	47.4
Totals	2693	100.0	3326	100.0	2111	100.0	3208	100.0	1004	100.0	12342	100.0
Proportion of Total PSE Aspirants in Category to Total Population in Area		12.9		14.4		17.5		13.6		12.9		14.1

Source: Question O, Variables 076-079

time of possible entrance into postsecondary education nears, College of the Mainland becomes a more frequent aspiration.

Table 22

Numbers and Proportions of Individuals Now in School with Various Postsecondary Education Aspirations, By Age

Name or Type of Institution	Current Age			
	Below 13		13 - 20	
	No.	Percent	No.	Percent
College of Mainland	2689	42.4	3056	52.4
Other Two-Year	279	4.4	386	6.6
Four-Year	3372	53.2	2388	41.0
Totals	7340	100.0	5830	100.0

Source: Questions O and D; Variables 076-079 and 014-020

Of the individuals named for each postsecondary education option, 49 percent of those named for College of the Mainland, 62 percent of those named for other two-year colleges, and 56 percent of those named for four-year institutions also had reported a prior year grade average in school. For the College of the Mainland aspirants, this was 2.97 (on a 4-point scale); for the four-year aspirants, 2.86; and for the others, 3.03. Thus, there is no evidence that College of the Mainland is less attractive to students of higher academic performance levels than those for whom four-year options are named.[7]

Table 23 presents the numbers and proportions of in-school post-secondary education aspirants in the various categories by race. Although Mexican-American students at College of the Mainland have seemed slightly

[7] Source: Questions O and H; Variables 076-079 and 042-048.

under-represented as a racial group against the proportion of Mexican Americans in the total population of the sending area, there is no evidence that they aspire less frequently to College of the Mainland than do the white or black groups. Taking the College of the Mainland aspirant group as a whole (5830 individuals), 65.8 percent are white, 24.3 percent are black, 8.1 percent are Mexican-American, and 1.7 percent some other race.

Table 23

Numbers and Proportions of Individuals, Now in School, With Various Postsecondary Education Aspirations, By Race

Name and Type of Institution	Anglo		Black		Mex.-Amer.		Other	
	No.	%	No.	%	No.	%	No.	%
COM	3838	46.5	1417	46.8	474	53.0	99	63.9
Other 2-Yr.	384	4.6	208	6.9	73	8.1	0	0
4-Year	4039	48.9	1043	46.3	348	38.9	56	36.1
Totals	8261	100.0	2688	100.0	895	100.0	155	100.0

Source: Questions 0 and BE; Variables 076-079 and 255.

Educational Interests of Individuals Not Now in School but Who May Enter Postsecondary Education in the Next Five Years

In answer to the question as to whether there were household members not now in school but who might enter postsecondary education in the next five years, an estimated number of about 6900 such individuals were identified. Table 24 presents the proportions naming College of the Mainland as the most likely locale, versus the proportions naming any

Table 24

Numbers and Proportions of Individuals Not Now in School,
But Who May Enter Postsecondary Education, by District

Institution	District											
	Dickinson		Texas City		Hitchcock		La Marque		Santa Fe		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of the Mainland	1067	59.3	2243	84.4	558	91.5	1397	85.1	180	87.5	5445	78.8
Some Other Institution	732	40.7	413	15.6	52	8.5	244	14.9	26	12.5	1467	21.2
Total	1799	100.0	2656	100.0	610	100.0	1641	100.0	206	100.0	6912	100.0
Proportion of Total PSE Aspirants in Category to Total Population in Area		8.5		11.4		5.0		6.9		2.6		7.9

Source: Question AP Variables 192-199

other institution, by district. Again, Dickinson residents seem exceptional for their least frequent naming of College of the Mainland as an option; however, of the estimated market of 6913 individuals in this category, College of the Mainland is seen as the probable institution for 78.8 percent of this group.

Age. Those out of school but who are likely to return shortly represent an important constituency. The distribution of this group by age is shown in Table 25. Although the largest absolute numbers are in the 26- to 45-year-old age bracket, the proportions for whom College of the Mainland rather than another institution is named increase generally as one goes up the age range. Also, of the 6913 individuals named, 1726, or about 25 percent of the total, are in the 0 to 18-year-old age bracket (suggesting that some individuals now in school may have been erroneously named and tallied). Of the remainder, 1647 (or 23.8 percent) are 19-25 years old. 2626 (or 38 percent) are 26-45 years old; 798 (or 11.5 percent) are 46-65 years old; and only 116 (or 1.7 percent) are over 65.

Race. When this group of presumably out-of-school individuals is examined by race, there is, as in the case of individuals still in school, a larger proportion of the postsecondary education-aspiring Mexican-Americans (almost 90 percent) naming College of the Mainland than Whites or Blacks. These data are given in Table 26.

The data in Table 26 also show that of the total College of the Mainland aspirants, 67.1 percent are White 26.3 percent are Black, and 6.5 percent are Mexican American.

Employment Status. The current employment status of the out-of-school postsecondary education aspirants would seem particularly relevant (Table 27). Of those 5446 individuals named for College of the Mainland, 51.0 percent were reported currently employed, 33.7

Table 25

Numbers and Proportions of Individuals Not Now in School,
But Who May Enter Postsecondary Education, By Age

Institution	Age													
	Below 13		13-18		19-25		26-45		46-65		66+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of the Mainland	106	59.2	1079	69.7	1402	85.1	2025	77.1	720	90.2	116	100	5448	78.8
Some Other Institution	75	40.8	468	30.3	245	14.9	601	22.9	78	9.8	0	0	1467	21.2
Totals	181	100.0	1547	100.0	1647	100.0	2626	100.0	798	100.0	116	100	6913	100.0

Source: Questions AP and D, Variables 192-199 and 014-020

COM

Table 26

Numbers and Proportions of Individuals Not Now In School, But Who May Enter Postsecondary Education, By Race

Institution	Race							
	Anglo		Black		Mexican-American		Other	
	No.	%	No.	%	No.	%	No.	%
College of the Mainland	3653	77.1	1431	81.7	356	88.9	6	76.2
Some Other Institution	1083	22.9	320	18.3	45	11.1	18	23.8
Totals	4736	100.0	1751	100.0	401	100.0	24	100.0

Source: Questions AP and BE, Variables 192-199 and 255

COM

percent unemployed, and 2.2 percent retired; no employment status data was reported for 13.1 percent.

Table 27

Proportion of Individuals in Various Employment Statuses, by Postsecondary Education Aspiration

	Employed	Unemployed	Retired	No Data	Total
COM Out-of-School Aspirants	51.0	33.7	2.2	13.1	100
Other Institution Aspirants	57.8	21.2	0.9	20.1	100
Total Aspirants	52.4	31.0	2.0	14.6	100

Source: Questions AP and I; Variables 192-199 and 049-055

Table 28 shows the proportions of those employed full-time versus part-time, by postsecondary education aspiration category.

Table 28

Proportions of Employed Individuals Working Full-time Versus Part-time, in Various Postsecondary Education Aspiration Categories

	Full-Time %	Part-time %	Total %
COM Aspirants	88.9	11.1	100
Other Institution Aspirants	92.1	7.9	100
Total, Aspirants	89.5	10.5	100
Total, All Employed in Population	89.6	10.4	100

Source: Questions AP and J; Variables 192-199 and 056-062.

About the same proportion of part-time employed individuals as in the total population of employed may return to postsecondary education: there is clearly no heavy prepondrance of part-time workers as opposed to full-time workers in the potential College of the Mainland or other postsecondary education groups.

Occupational categories. Although numbers in each occupational category for those out-of-school postsecondary education aspirants included in the survey are too small for accurate population estimates, the occupational distribution is nevertheless of interest. These data, for the College of the Mainland aspirants, other postsecondary education aspirants, and total population (postsecondary aspirants or not) are given in Table 29.

In general, the occupational categories of out-of-school College of the Mainland aspirants follow those for the total population (except, of course, for the "no data" cateogry, which contains in-school individuals and minors); yet, College of the Mainland seems to appeal to proportionally more than in the occupational category for the total population in the following areas: Professional and Technical, Clerical and Kindred, Sales, Service Workers Other than Private Household, and Housewives.

Objectives. Perhaps even more relevant for the out-of-school postsecondary education aspirants than occupational field are the reasons given by the respondents as to why these individuals may return to school. These data are given in Table 30.

Table 29

Occupational Distribution of Out-of-School Postsecondary Education Aspirants and of Total Population

Occupational Category	Postsecondary Education Category					
	COM Aspirants		Other PSE Aspirants		Total Population	
	No.	%	No.	%	No.	%
Prof., Tech., and Kindred	659	12.1	370	25.2	9014	10.2
Farmers and Farm Managers	0	0	0	0	56	0.1
Other Managers, Officials, and Proprietors	241	4.4	102	7.0	3673	4.2
Clerical and Kindred	702	12.9	18	1.2	7120	8.1
Sales	171	3.1	21	1.4	2149	2.4
Craftsmen, Foremen, & Kindred	419	7.7	145	9.9	7083	8.0
Operatives	337	6.2	54	3.7	5019	5.7
Private Household Workers	83	1.5	0	0	947	1.1
Other Service workers	947	17.4	166	11.3	6545	7.4
Farm Laborers & Foremen	13	0.2	0	0	164	0.2
Other Laborers	239	4.4	47	3.2	4967	5.6
Housewives	604	11.1	32	2.2	8157	9.3
Military	27	0.5	76	5.2	605	0.7
Occupation Not Reported	23	0.4	0	0	721	0.8
No Data: Still in School, Unemployed, etc.	982	18.0	437	29.8	31,773	36.1

Source: Questions AP and K; Variables 192-199 and 063-069.

Table 30

Proportions of Out-of-School Postsecondary Education Aspirants Who Have Various Reasons for Re-entry

Reason for Re-Entry	Percent Response
To learn or Improve Job Skills	36.1
To Obtain a College Degree	36.0
To Take a Course of Special Interest	16.6
To Earn Transfer Credit	1.9
Some Other Reason	9.5
	100.1

Source: Questions AM-AP, Variables 187-191.

It seems clear that those planning to continue their schooling have quite definite objectives, in particular, job skill training or to obtain a college degree.

Why College of the Mainland? Finally, with regard to the out-of-school postsecondary education aspirants, it is of interest to know the reason why College of the Mainland is perceived as an appropriate option for those for whom this institution was named. Table 31 provides these data.

Table 31

Proportions of Out-of-School College of the Mainland Aspirants with Various Reasons for Attending COM

Reason	Percent Response*
Close and Convenient	77.5
Reasonable Cost	25.0
Can Meet Admissions Standards	23.6
Offers Needed Courses	18.9
Good College/Good Instructors	15.0
Other	11.4

Source: Questions AQ, Variables 197-200

*Note: Percentages exceed 100 since some gave more than one reason.

The most significant point here seems to be that for those who must pursue their education within pragmatic constraints, accessibility of the College (proximity, cost, ability to meet admissions standards) are the governing factors. This inference can be tested by examining corresponding reasons given by those who had indicated they did not plan to attend College of the Mainland. Table 32 below examines these reasons.

Table 32

Proportions of Out-of-School Postsecondary Education Aspirants Not Choosing College of the Mainland, For Various Reasons

Reason	Percent Response
Courses Inappropriate	23.1
Four-year College Preferred	21.1
Relocation	9.4
Quality of Courses or of College Inappropriate	7.7
Scheduling Problems	3.2
Cost	1.2
Other	17.7
Blank or No Response	16.3
	99.7

Source: Question AR, Variables 201-204

The prevailing reasons given suggest that it is indeed the case that reasons other than purely academic are the governing factors in choosing College of the Mainland among the group which plans further education in the next five years; and conversely, that for those who did not choose the College, a perception of College of the Mainland as less than a four-year institution could be the dominant governing factor in their choice. It is impossible from the data to determine if the "courses inappropriate" are another expression of this factor, which it may or may not be, particularly in view of the general level of acceptability that the College has in the community as a whole.

Indeed, since other interpretations of the phrases cited are possible, it is probably best to conclude that the issue is merely an incidental aspect of the general social attitude which continues to perceive a four-year college career as more prestigious than attendance at a community college.

Educational Aspirations of Those Not Planning Re-entry into School or Postsecondary Education, but Who Could Benefit from Further Education

Thus far in this chapter, note has been taken of the estimated 12,341 individuals now in grades 1-12 who may later attend college, and of an estimated 6,913 individuals now out of school but who reportedly may re-enter in the next five years. Still another College of the Mainland or other postsecondary education market may exist among individuals not included in the above two categories, but for whom the respondents feel further education would be a benefit. The numbers so revealed in the survey are shown, by district, in Table 33; this category adds another estimated 8111 individuals for the five districts combined. The category is then further analyzed in Tables 34-37 by age, race and employment status. Generally, these data agree with similar data for those out of school and planning to return in the next five years.

As before, College of the Mainland appears proportionally less popular in comparison with other options among Dickinson residents, than is true for the other districts.

Table 33

Estimates of Numbers and Proportions of Out-of-School Individuals Not Planning Postsecondary Education, But Who Are Perceived as Potentially Benefitting From Postsecondary Education, By District and Preferred Institution

Name or Type of Institution	District											
	Dickinson		Texas City		Hitchcock		La Marque		Sante Fe		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of the Mainland	1070	69.8	3316	88.8	765	92.7	1399	89.0	343	76.9	6893	85.0
Some Other Institution	463	30.2	418	11.2	60	7.3	174	11.0	103	23.1	1218	15.0
Total	1533	100.0	3734	100.0	825	100.0	1573	100.0	446	100.0	8111	100.0
Proportion of Total PSE Aspirants in Category to Total Population in Area		7.3		16.0		6.8		6.7		5.7		9.2

Source: Questions AS and AW, Variables 205 and 222-225

Table 34

Estimates of Numbers and Proportions of Out-of-School Individuals Not Planning Postsecondary Education, But Who Are Perceived as Potentially Benefitting From Postsecondary Education, By Age and Preferred Institution

Institution	Age 0-12		13-18		19-25		26-45		46-65		66+		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
College of the Mainland	126	74.1	645	86.5	1433	84.8	3083	82.3	1377	90.5	229	96.5	6893	85.0
All other Postsecondary Education	44	25.9	101	13.5	257	15.2	663	17.7	145	9.5	8	3.5	1218	15.0
Total	170	100.0	746	100.0	1690	100.0	3746	100.0	1522	100.0	237	100.0	8111	100.0

Source: Questions E and AW, Variables 014-020 and 222-225

Age. A distribution of this group by age is presented in Table 34 on preceding page.

Those shown as in the 0-12 age category certainly represent error of one sort or another. The 13- to 18-year-old category could reflect school drop-outs. The most interesting summary aspect is that on the whole, 85 percent of this group name College of the Mainland, and generally the frequency of COM mention goes up with age.

Race. Racial distribution of this category is as follows:

Table 35

Estimates of Numbers and Proportions of Out-of-School Individuals Not Planning Postsecondary Education, But Who Are Perceived as Potentially Benefiting from Postsecondary Education, By Race

Name or Type of Institution	Race							
	White		Black		Mex.-Amer.		Other	
	No.	%	No.	%	No.	%	No.	%
College of the Mainland	5224	82.3	896	97.1	660	94.4	113	80.1
Some Other Institution	1124	17.7	27	2.9	39	5.6	28	19.9
Totals	6348	100	923	100	699	100	141	100

Source: Questions BE and AW; Variables 255, and 222-225

Taking the College of the Mainland aspirant population in this category as a whole (total number = 6893), 75.8 percent are White, 13.0 percent are Black, 9.6 percent are Mexican American, and 1.6 percent are some other group.

Employment status. The distribution of this group by employment status is provided in Tables 36 and 37 below. The most significant feature of these analyses is that the majority of this particular group is employed, most of them full-time.

Table 36

Proportions of Out-of-School Individuals Not Planning Postsecondary Education but Benefiting Therefrom in Various Employment Statuses, by Postsecondary Education Aspiration

	Status Not Given	Employed	Un-Employed	Retired	Total
College of the Mainland	7.4	54.2	35.0	3.4	100
Other Postsecondary Education	8.3	62.7	27.7	1.4	100
Total Aspirants	7.5	55.5	33.9	3.1	100

Source: Questions I and AW; Variables 049-055 and 222-225.

Table 37

Proportions of Employed Individuals Working Full-time Versus Part-time Who May Benefit from Postsecondary Education, by Postsecondary Education Aspiration Categories

	Full-time	Part-time	Total
College of the Mainland	89.2	10.8	100
Other Institutions	86.9	13.1	100
Total, Aspirants	88.8	11.2	100
Total, All Employed in Population	89.6	10.4	100

Source: Questions J and AW; Variables 056-062 and 222-225

Other characteristics. Even though respondents in this category were only concerned with household members who could benefit from (though not necessarily enter) postsecondary education, such respondents were asked to identify possible objectives such members might pursue, as well as the likelihood that they might actually enter postsecondary education within the next five years or thereafter. Tables 38 and 39 below provide the distribution of responses.

Table 38

Proportions of Out-of-School Aspirants Not Planning Postsecondary Education Who Would Benefit Therefrom, Stating Each Purpose, by Postsecondary Education Category

Purpose	COM Aspirants	Other Instit.	Total
Job Skills	44.8	20.0	41.0
Transfer Credit	2.4	9.8	3.5
College Degree	12.8	50.1	18.4
Special Interest Course	29.7	13.1	27.2
Other	8.7	7.2	6.5
Ed. in General; to learn	0.3	0.0	0.3
No Response	1.3	0.0	1.1
Unknown	___	___	2.0
Totals	100.0	100.2	100.0

Source: Questions AT and AW; Variables 210-213 and 222-225.

Obviously, the major difference between College of the Mainland aspirants in this category and other postsecondary education aspirants is that highest proportions of COM aspirants are interested in job skills or special interest courses, while other postsecondary education aspirants are principally interested in obtaining a college degree.

Table 39

Proportions of Those Who Might Benefit from Postsecondary Education, by Reported Likelihood of Attendance

Likelihood of Attendance	COM	Other	Total
Likely to Go	59.5	69.3	61.0
Unlikely to Go	4.0	11.5	5.1
Uncertain	36.5	17.0	33.5
No Data	0	2.2	0.3
Total	100.0	100.0	99.9

Source: Questions AU and AW; Variables 214-217 and 222-225

In general, the data presented in Table 39 indicate the respondents felt that almost two-thirds of individuals named as not planning to enter postsecondary education but expected to benefit therefrom are, in general, likely to return to school. What is puzzling, however, is that more than twice as many proportionally of the College of the Mainland aspirants are reported uncertain or unlikely to go back to school than their other postsecondary education counterparts.

Potential Market Summary: Total and College of the Mainland

Table 40 below provides a statistical recapitulation of the postsecondary education market in the mainland portion of Galveston County for those currently in school, out of school but likely to return, and others perceived as likely to benefit from postsecondary education. A similar recapitulation of the College of the Mainland portion of this market is given in Table 41. Both tables provide analyses by district and by total service area.

Thus, the estimated total market for postsecondary education in this service area consists of a projected 27,365 individuals, or approximately one-third of the area's total population. Some 45 percent of these individuals (representing 14.3 percent of the area population) are still in school, but are reported as aspiring to postsecondary education. About one-fourth (representing 7.9 percent of the area population) are out of school but may enter in the next five years. Nearly one-third (representing 9.2 percent of the area population) are out of school but are perceived as being able to benefit from further education.

A comparative review of Tables 40 and 41 discloses some significant features, especially in terms of the separate districts. For example, it is obvious that College of the Mainland is a major force in the Texas City district where the total postsecondary market is estimated to consist of 9716 individuals, or 41.8 percent of the population of that district: 7521 individuals in Texas City (one-third of the total population) are seen as likely to name College of the Mainland specifically as their preferred option for continued schooling. This amounts to 77.4 percent of the postsecondary education

Table 40

Recap: Total Market for Postsecondary Education,
By District and for Total Area:
Numbers and Proportion of Total Area Population

Category	District											
	Dickinson		Texas City		Hitchcock		La Marque		Sante Fe		Total	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
In-School, Planning Postsecondary Education	2693	12.9	3325	14.4	2111	17.5	3208	13.6	1004	12.9	12341	14.1
Out-Of-School, May Enter in Next Five Years	1799	8.5	2656	11.4	610	5.0	1642	6.9	206	2.6	6913	7.9
Out-Of-School, May Benefit From Postsecondary Education	1533	7.3	3735	16.0	825	6.8	1573	6.7	446	5.7	8112	9.2
Total Postsecondary Education Market	6025	28.7	9716	41.8	3546	29.3	6423	27.2	1656	21.2	27366	31.2

Sources: Tables 21, 24, and 32

*Percentages reflect numbers given as a proportion of total population in area.

COK

SB

Table 41

Recap: Total Market for College of the Mainland
By District and for Total Area:
Numbers and Proportion of Total Area Population

COM

Category	District											
	Dickinson		Texas City		Hitchcock		La Marque		Sante Fe		Total	
	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*	No.	%*
In-School, Planning College of the Mainland	793	3.8	1962	8.5	1068	8.9	1381	5.9	626	8.0	5830	6.7
Out-Of-School, May Enter College of the Mainland in Next Five Years	1067	5.1	2243	9.6	558	4.6	1397	5.9	180	2.3	5445	6.2
Out-Of-School May Benefit from Postsecondary Education, Name College of the Mainland	1070	5.1	3316	14.2	765	6.3	1399	5.9	343	4.4	6893	7.8
Total College of the Mainland Market	2930	14.0	7521	32.3	2391	19.8	4177	17.7	1149	14.7	18168	20.7
Ratio: College of the Mainland Market to Total PSE Market	.486		.774		.674		.641		.694		.663	

Sources: Tables 21, 24 and 32

*Percentages reflect numbers given as a proportion of total population in area.

market in the Texas City district. In Dickinson and Santa Fe, at the other extreme, only 14.0 and 17.7 percent, respectively, of the district population would appear to identify College of the Mainland as their choice. Nevertheless, this is 69.4 percent of the total postsecondary education market in Santa Fe. In Dickinson, it drops off to 48.6 percent of that market.

Taking the service area as a whole, out of the 27,365 individuals who appear to be postsecondary education aspirants, about two-thirds can be projected as having definite interests in College of the Mainland, i.e., approximately 18,000 individuals, with the largest concentration of aspirants in Texas City, followed by LaMarque, Dickinson, Hitchcock and Santa Fe in that order. Percentagewise, Texas City appears to have the largest proportion of its potential postsecondary market interested in College of the Mainland, Dickinson the least, and the three others approximately equal. The fact that in all districts but Dickinson, substantial majorities in the potential postsecondary market are likely to identify College of the Mainland as their first option should offer considerable reassurance to the College concerning the effectiveness of its role in the service area and, together with other features of the market analyzed at length in prior sections of this chapter, should offer some guidelines for making that role even more effective.

TEXAS MUNICIPAL REPORTS

Compiled and Published by
MUNICIPAL ADVISORY COUNCIL of TEXAS
Texas State Bank Building • Austin • W. S. Bailey, Executive Director

COLLEGE OF THE MAINLAND
JUNIOR COLLEGE DISTRICT
Galveston County
November 11, 1975
SE

FINANCIAL STATEMENT (As of August 31, 1975)

Assessed Valuation, 1975 (25% of Actual) . . . $492,020,853

General Obligation Debt	I&S Fund	Outstanding
Limited Tax Bonds	$48,568	$6,780,000
Less: I&S Fund		48,568
Net Debt (1.37% of A.V. - $86.61 per capita)		$ 6,731,432

Population: 1970 Estimate - 77,720 Area: 236.92 Sq. Miles

Special Obligation Debt
Tuition & Use Fee Revenue Bonds $72,000
Special Fund Balances
I&S Fund $-0-

PAYMENT RECORD Never defaulted

TAX DATA Due October 1; delinquent after January 31. Split payments allowed: first half by 11-30, second half by 6-30. No discounts allowed.

Tax Year	Assessed Valuation	Tax Rate	% Collections Current	% Collections Total	Year Endg
1969	$299,863,710	$0.30	96.59	97.23	8-31-70
1970	326,484,492	.48	96.47*	97.15*	8-31-71
1971	345,055,177	.60	96.08*	97.03*	8-31-72
1972	364,426,565	.60	96.92	97.95*	8-31-73
1973	373,186,996	.60	96.25	97.78	8-31-74
1974	417,304,318	.60	94.68	96.18	8-31-75
1975	492,020,853**	.60			

*Litigation - The above collections have been adjusted by the Municipal Advisory Council to reflect the results of a suit with Houston Lighting and Power Company, settled in October, 1972 and subsequently paid. The adjustments shown below have been included in the amounts shown above.

	1970	1971
Total Assessment of Houston Lighting and Power Co.	$143,794.92	$189,457.78
Less: Amt acknowledged & escrowed by Houston Lighting & Power Co.	116,277.62	151,727.42
Amt in actual Litigation	$ 27,517.30	$ 37,730.36
Amt ordered paid by Court	15,737.49	16,647.52
Amt ordered charged off by Court	$ 11,779.81	$ 21,082.84

**Increase in basis of assessment from 25% to 25%.

Tax Rate Limitations Imposed by statute: $1.00 per $100 assessed valuation including not to exceed $0.50 for debt service; local referendum limits tax rate for local maintenance to $0.60 (Chapter 51, Texas Education Code).

Tax Rate Distribution	1975	1974	1973	1972
Local Maintenance	$0.49	$0.49	$0.49	$0.48
I&S Fund	.11	.11	.11	.12
Totals	$0.60	$0.60	$0.60	$0.60

DETAILS OF GENERAL OBLIGATION DEBT

Limited Tax Bonds		Outstanding 8-31-75
(2,850M)	Schhse Ser'67 2-1-67 P&A 1 (88-2236)(VEWS) Mtys 83/92 Ca 2-1-82 (5M) Mtys 2-1	
3.80s	80M-76; 100M-77/80; 120M-81-82;	
3.90s	120M-83; 150M-84/86;	
4s	150M-87-88; 200M-89/92	$2,390,000
(4,217M)	GO Ser'70 11-1-70 M&N 11 (88-2236 or 32-1) (VESC) Ca see below (1M & 5M) Mtys 5-1	
7s	70M-76; 60M-77; 70M-78; 75M-79; 85M-80; 75M-81; 85M-82; 95M-83; 75M-84; 85M-85; 100M-86; 110M-87; 120M-88; 85M-89; 100M-90; 115M-91; 130M-92;	
6.90s	345M-93; 365M-94; 390M-95; 415M-96; 440M-97;	
5½s	470M-98 Mtys 81/98 Ca 11-1-80 @ 102½ reducing ½% each year until par call is reached 11-1-85	3,960,000
(555M)	GO Ser'71 5-1-71 M&N 1 (88-2236)(VESS) (1M & 5M) Mtys 5-1	
4.40s	30M-76-77; 35M-78/80;	
4.80s	40M-81-82;	
5s	45M-83-84;	
5.10s	45M-85;	
5¼s	50M-86	430,000
Total Limited Tax Bonds		$6,780,000

Paying Agents:

(32-1) First National Bank, Dallas
(88-2236) Bank of the Mainland, La Marque

A copy of this report has been filed with Committee on Valuation of Securities of the National Association of Insurance Commissioners, New York.

SCHEDULE OF GENERAL OBLIGATION DEBT SERVICE REQUIREMENTS

Fiscal Yr Endg 8-31	Principal	Interest	Total Reqmts
1976	$ 180,000	$ 380,785	$ 560,785
1977	190,000	371,145	561,145
1978	205,000	361,825	566,825
1979	210,000	351,585	561,585
1980	220,000	340,995	560,995
1981	235,000	329,325	564,325
1982	245,000	317,595	562,595
1983	260,000	305,105	565,105
1984	270,000	290,940	560,940
1985	280,000	277,590	557,590
1986	300,000	263,495	563,495
1987	260,000	247,945	507,945
1988	270,000	234,245	504,245
1989	285,000	218,845	503,845
1990	300,000	204,895	504,895
1991	315,000	189,895	504,895
1992	330,000	173,845	503,845
1993	345,000	160,745	505,745
1994	365,000	136,940	501,940
1995	390,000	111,755	501,755
1996	415,000	84,845	499,845
1997	440,000	56,210	496,210
1998	470,000	25,850	495,850
Totals	$6,780,000	$5,436,400	$12,216,400

I&S FUND MANAGEMENT INDEX

G.O. Debt Service Requirements for fiscal year ending 8-31-76 . . . . . $560,785
I&S Funds all G.O. issues 8-31-75 $ 48,568
1975 I&S Fund Tax Levy @ 90% 487,101 $535,669*

*The district transfers funds from Local Maintenance in amounts sufficient to meet debt service requirements.

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE DEBT SERVICE GRANT

A debt service grant has been approved in connection with General Obligation Bonds Series 1970. HEW will make annual payments based on the difference between (1) the average annual debt service cost on the bonds sold to finance the "Approved Project Cost" when completed and (2) the average annual debt service that would have resulted had the bonds been sold for par at an interest rate of 3%. First payment will be made at least 15 days prior to the first anniversary payment or principal payment due after approved project is completed and occupied. The annual grant is $252,289, to run for 18 years beginning in 1973.

GENERAL OBLIGATION BONDS AUTHORIZED BUT UNISSUED None

DETAILS OF TUITION AND USE FEE REVENUE BONDS

		Outstanding 8-31-75
(190M)	Tuitn & Use Fee Rev Ser 69 5-1-69 M&N 1 (88-204) Ca AID Mtys 5-1	
5s	24M-76/78	$72,000

Paying Agent:

(88-204) Texas City National Bank, Texas City

PERTINENT PROVISIONS OF THE TUITION AND USE FEE REVENUE BOND INDENTURE

1. Revenues Pledged to This Issue Payment of this issue is secured by a pledge of and closed lien on the following revenues:

   Tuition Charges to be set aside from the regular tuition in amounts not to exceed $15.00 per student enrolled per each regular semester and $7.50 per student enrolled per each summer session in accordance with Art. 2815r-2, VACS.

   Building Use Fee to be charged each student enrolled at a rate deemed reasonable by the Board.

2. Special Funds Created by Indenture comparing balances in each which are ultimately required and presently required by indenture provisions as compared to actual balances on hand:

Special Funds	Required Ultimate Balance	Required Present Balance	Actual Present Balance
I&S Fund	Not Applicable	$ -0-*	$ -0-

*Semi-annual deposits are required on 10-15 and 4-15 in the amounts sufficient to pay next maturing principal and interest.

3. Coverage Required as a Condition to Issuance of Parity Bonds: Closed Lien; no provisions for additional Parity Bonds.

SCHEDULE OF REVENUE DEBT SERVICE REQUIREMENTS

Fiscal Yr Endg 8-31	Principal	Interest	Total Reqmts
1976	$ 24,000	$3,600	$27,600
1977	24,000	2,400	26,400
1978	24,000	1,200	25,200
Totals	$72,000	$7,200	$79,200
Avg Ann Debt			$26,400

OPERATING EXPERIENCE & COVERAGE OF DEBT SERVICE REQUIREMENTS TUITION & USE FEE REVENUE BONDS SERIES 1969 The following condensed statements have been compiled from original data the sources of which are indicated below.

	Fiscal Year Ended			
Receipts	8-31-74*	8-31-73*	8-31-72*	8-31-71**
Tuition	$30,000	$31,200	$31,350	$32,500
Building Use Fee	-0-	-0-	-0-	-0-
Total Receipts	$30,000	$31,200	$31,350	$32,500
Coverage of Avg Annual Reqmts on Rev Bds	1.14X	1.18X	1.19X	1.23X

*Audits by Arrington and Arrington, CPA's La Marque, Texas
**Audits by Cheatam, Brady, Lafferty, and Cox, CPA's, Texas City, Texas.

PROGRAM AND RATE DATA UNDER PLEDGED FEES

Enrollment Data

Fiscal Yr Ended	Fall	Spring	Summer First	Summer Second
8-31-71	911	831	393	302
8-31-72	1,335	1,230	653	511
8-31-73	1,544	1,498	713	492
8-31-74	1,565	1,503	877	688
8-31-75	1,891	1,966	1,115	854

Tuition Fee Included in Tuition as provided by Article 2815r-2, VACS

$15.00/regular semester $7.50/summer session

Building Use Fee None

REVENUE BONDS AUTHORIZED BUT UNISSUED None

FLOATING DEBT (As of August 31, 1975) None

ESTIMATED OVERLAPPING DEBT STATEMENT

Taxing Body	Net Debt Amount	As of	% Ovlpg	Amount Ovlpg
Bacliff MUD	$ 1,230,000*	8-31-75	100.00	$ 1,230,000
Dickinson ISD	5,673,607	8-31-74	100.00	5,673,607
Galveston County	26,676,602	8-31-75	67.11	17,902,668
Galveston Co WC&ID #1	3,074,041	8-31-75	100.00	3,074,041
Galveston Co WC&ID #8	731,735	8-31-75	100.00	731,735
Galveston Co WC&ID #19	173,467	8-31-75	100.00	173,467
Hitchcock, City of	558,100	8-31-75	100.00	558,100
Hitchcock ISD	706,136	8-31-74	100.00	706,136
La Marque, City of	128,386	8-31-75	100.00	128,386
La Marque ISD	10,368,372	8-31-74	100.00	10,368,372
League City, City of	3,711,896	8-31-75	1.21	44,914
San Leon MUD	2,660,000*	8-31-75	100.00	2,660,000
Santa Fe ISD	2,318,343	8-31-74	100.00	2,318,343
Texas City, City of	6,908,569	8-31-75	100.00	6,908,569
Texas City ISD	9,363,043	8-31-74	100.00	9,363,043
Total Net Ovlpg Debt				$61,841,381
College of the Mainland Jr Coll Dist	$ 6,731,432	8-31-75	100.00	6,731,432
Total Direct and Ovlpg Debt (13.94% of A.V. - $882.31 per capita)				$68,572,813

*Gross Debt

ECONOMIC BACKGROUND

County Characteristics: Galveston County, 1970 population 169,812, increasing 21.0% from 1960, located on Gulf Coast south of Houston, comprising the Galveston Metropolitan Area, traversed by Interstate Highway 45, economy based on manufacturing, shipping, mineral production, tourism, commercial fishing and limited agricultural production. 1973 cash receipts from agriculture $5.5 million; $3.2 million contributed by crop production.

1974 value added by manufacturing, $395.5 million. Principal employers include petrochemical plants, with three employing over 1,000 persons; a shipyard employs over 1,000 persons. Other products: plastics, beer, metal production, packaged tea, barge repairs, and pipeline coatings. Two university medical branches, a university maritime branch, a nursing school branch and two county junior colleges had combined Fall, 1974 enrollment of 8,589. Two deep-water ports handled 27.3 million tons in 1974. 1974 estimated county retail sales, $446.5 million, 10th in the State.* 17 banks held 12-31-74 deposits of $398,537,601.

1973 mineral production $57.7 million. 1974 crude oil production, 7.5 million barrels; 1974 natural gas marketed, 118.4 billion cubic feet. Two gasoline plants, one cycling plant and three refineries located in county.

County Population and Family Income - 1970 Census:

	County	State
Negro Population	19.6%	12.4%
% Spanish Surnames	12.0%	18.4%
Median Family Income	$9,778.	$8,490.
Rank Among Texas Counties	7	--
% Below Poverty Level	11.1%	14.6%
% Above $15,000 Income	18.9%	16.5%
% Urban	89.9%	79.8%
Estimated Effective Buying Income Per Household*	$11,824.	$10,825.

The district is a petroleum-producing and industrial area, the boundaries of which are coterminous with those of Dickinson ISD, Hitchcock ISD, La Marque ISD, Santa Fe ISD and Texas City ISD. See the following table for pertinent information on cities lying within the district.

City	1971 Population	Businesses Rated by Dun and Bradstreet	No. of Banks	21-31-72 Bank Deposits
Dickinson	10,776	92	2	$27,326,045
Hitchcock	5,565	28	1	10,283,643
La Marque	16,131	120	2	21,569,141
Alta Loma	1,536	30	None	None
Texas City	38,908	338	2	45,454,655

Texas City has three refineries with a combined maximum daily input capacity of 471,500 barrels of crude oil. A tin smelter and chemical plants operated by Union Carbide and Monsanto are among other principal employers. The Port of Texas City handled 20.0 million tons of cargo in 1973, ranking sixth in the state.

Any data on population, value added by manufacturing or production of agriculturual products or minerals are from US Census or other official sources and in all instances represent latest data published.

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Principal Taxpayers

Name	Type of Property	1974 Assessed Valuation
1. American Oil Co.	Refinery	$ 73,553,325
2. Union Carbide Chemical Co.	Chemical Plant	63,564,530
3. Houston Light & Power	Electric Utility	41,575,810
4. Monsanto Chemical Co.	Chemical Plant	29,135,820
5. Amoco Chemical Corp.	Chemical Plant	15,281,180
6. Texas City Refining Co.	Refinery	7,878,565
7. Marathon Oil Co.	Refinery	7,402,285
8. General Analine	Chemical Plant	5,268,590
9. Southwestern Bell Telephone Co.	Telephone Utility	3,077,240
10. Community Public Service	Electric Utility	2,828,390
Total (30.72% of Total A.V.)		$249,565,735

FINANCE-CONNECTED OFFICIALS

President . . . . . Fred A. Taylor
Director of Administrative Services . . Edward C. Brown
Mailing Address: 8001 Palmer Highway, Texas City, Texas 77590
Galveston County Tax Assessor-Collector . Charles R. Johnson
Mailing Address: County Courthouse, Galveston, Texas 77550

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 15 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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